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AUTHOR Bissland, James H.
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ABSTRACT

Intended for teachers of public relations courses, this document describes the teaching of information-seeking behavior in an upper-level public relations techniques course. The paper discusses objectives, course concepts, course procedures, resources used, and the role of the instructors. It then describes secondary research projects, including a library field trip, an annotated bibliography exercise, problem definition, and an introduction to data bases and data base searching; and primary research projects, including designing, constructing, administering, processing, and analyzing the probability survey, as well as using the depth survey. Appendixes contain the course syllabus, criteria for judging student public relations programs, a course schedule, and several lists of resources. (EL)

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TEACHING INFORMATION-SEEKING BEHAVIOR AND "PRECISION PUBLIC RELATIONS" TO PUBLIC RELATIONS STUDENTS

James H. Bissland

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August 4, 1985

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A paper presented to
the Public Relations Division Teaching Standards Committee
Association for Education in Journalism and Mass Communication

CS209138

TEACHING INFORMATION-SEEKING BEHAVIOR

AND "PRECISION PUBLIC RELATIONS"

TO PUBLIC RELATIONS STUDENTS

I. INTRODUCTION

Public relations practitioners have been urged repeatedly in recent years to use more social science research skills.

The message is a simple one: practitioners must complement their information-generating behavior with more information-seeking behavior.

For example, Bell and Bell (1976) argued that public relations people must change from being mere "functionaries," concerned only with generating publicity, to a more "functional mode" involved with "supplying information to the organization about the environment."

Skinner and Shanklin (1978) reported that a national sample of public relations executives

> overwhelmingly endorse(d) a functional mode of public relations. They see their job as that of not only conveying a favorable corporate image to sundry publics, but also of sensing, interpreting, and conveying the views of these publics to corporate management.

And public relations practitioners are regularly reminded by their trade press that "hunches no longer suffice" (Lindenmann, 1980), that "measurable return on communications investment is the hue and cry from the board room" (Strenski, 1981), that research is the key to "demystifying public relations" (Finn, 1982), and so on. Perhaps as a result, "research" led the list of topics readers of Public Relations Review readers said they wanted to read more about, according to a 1984 readership survey by that

newsletter.

Teaching research skills to public relations practitioners may not be so simple, however. Undergraduate majors tend to be strongly oriented to writing and "creative" skills, and students often claim to have math and research phobias. Moreover, Finn (1982) reported that although more than 80% of "Fortune 1,000" public relations directors believe use of communication research will increase in the next five years, "a mere 10%...described their knowledge of research as 'comprehensive.'"

Nevertheless, this much seems clear: If the first great myth about public relations work is that all you need to succeed is a smile and a handshake, the second may be that journalistic writing and editing skills are what public relations is all about.

II. WHAT IS "INFORMATION-SEEKING BEHAVIOR"?

Much of the theoretical context for this paper is found in Janis and Mann's work (1977) on decision making under stress, i.e., the making of choices in the face of conflicting alternatives.

Janis and Mann argue that the most rational decision making results from "vigilant information processing"--their term for a complex of seven ideal procedural criteria ranging from "canvassing alternatives" to "making detailed plans for implementation." One of the seven is described as "the intensive search for new information."

Successfully searching for new information in ways that maximize its utility for reducing alternatives and maximizing rationality is fundamental to effective decision making. The present paper describes steps used in one undergraduate public relations course--JOUR 440: Public Relations Techniques, at Bowling Green (Ohio) State University--with the goal of improving students' information-seeking behavior by improving their

motivation and ability to do research.

In sum, information-seeking refers to all those activities used by an organism to reduce uncertainty, increase rationality, and hence enhance decision making. This paper describes how students are taught to do it more systematically, and hence, more effectively. We call the result "Precision Public Relations."

Also contributing to the competitive-team concept employed in this course was the work of McClelland and others on fostering achievement motivation (1953) and that of the Sherifs on increasing cooperation among group members by posing "superordinate" challenges (1953).

A major stimulation for the design of the course was the Mass Communication Laboratory, the open simulation introduced at The University of Iowa by the late Malcolm S. MacLean Jr. and by Professor Albert D. Talbott. Of it, Talbott once wrote:

> In the Mass Communication Laboratory, students experiment with and solve communication, mass communication, and journalistic problems. The emphasis is on how students develop and employ strategies of inquiry and information gathering, how they create and distribute information packages, and how they utilize human and other resources in naming and solving mass communication problems. In the laboratory, competing student enterprises produce publications using various technologies with specific objectives in mind for mass consumption by a specific which provides feedback to the enterprises. Students work together and in competition with each other while they are in the Mass Communication Laboratory (Talbott, 1976).

In the BGSU public relations course, by contrast, the "information package" which students are asked to produce is a comprehensive public relations plan rather a publication. Moreover, the JOUR 440 is more closely structured than Iowa's Mass Communication Laboratory. Nonetheless, the essential spirit of the two courses is similar.

III. TEACHING INFORMATION-SEEKING BEHAVIOR

Improving information-seeking behavior is one major objective of

JOUR 440: Public Relations Techniques, the capstone course in our university's Public Relations Sequence. Usually taken by students in their senior year, the course actually offers the public relations faculty several opportunities:

A. INTEGRATION: To show students how to integrate previous coursework, from journalistic skills to philosophy, and how to put it all to work in a real-life problem-solving situation;

B. PROFESSIONAL POLISH: To "fine tune" the students' professional skills in a variety of ways, small and not so small: resume preparation, memo writing, teamwork and leadership, management of scarce resources of time and money, critical thinking under pressure, and poise, among others;

C. PROACTIVISM: To demontrate an activist concept of public relations not merely concerned with cosmetics, but capable instead of profound effects on an organization's central goals and their attainment;

D. INFORMATION-SEEKING BEHAVIOR: Most of all, to improve students' information-seeking skills and demonstrate the importance of those skills to public relations success.

This is how we prepare public relations graduates to be "functional" rather than "functionary" practitioners.

IV. COURSE CONCEPTS

Instead of lectures, conventional textbooks, and exams, the JOUR 440 course uses hands-on experience with an authentic public relations problem as its principal teaching method (see Syllabus, Appendix A).

Just as classroom simulation and gaming do, JOUR 440 includes enough structure to assure a variety of learning experiences, to keep students on task, and to reduce the likelihood of useless wheel-spinning or fatal mistakes. Like some simulation and gaming activities, moreover, the

course employs competition between teams to build interest and motivation. Unlike pure simulation and gaming, however, JOUR 440 works in a real-world setting with a client who expects useful results.

At the beginning of the course, the class is divided into "public relations agencies" of four to six members each and assigned leaders--called account executives--on the basis of their job applications and resumes. Account executives are coached on leadership styles and management by objectives; team members are advised that AEs serve as teaching assistants, in effect, and carry clout: they share responsibility with the professor for evaluating performance.

Each agency then spends the semester developing its own package of research findings and programming proposals with which to "pitch" a "client"--some university program or community agency which has agreed to serve the entire class as a resource for one semester and, at its end, to help judge the results.

The agency judged by both the instructor and the client to have done the best overall job is said to have "won the account." In reality, the students' work is finished at the end of the semester, but the wealth of data and ideas from all the student agencies are usually put to actual use by the client.

This payoff in research findings and public relations planning has caused university and community programs to seek out JOUR 440 and volunteer to be clients, to the point of creating a waiting list. Among clients in recent years have been the city's 24-hour crisis line agency, and the university's police department, library system, placement service, health center, college of education, ROTC unit, and college of musical arts.

But the major payoff is the course's demonstration of information-seeking behavior and its value: From the beginning of the

course it has been clear that the agency which performs its research most effectively will have a major advantage in "winning the account." (See "Judging Criteria Check Sheet," Appendix B).

V. COURSE PROCEDURE

Activities in the course are tightly scheduled, and a detailed calendar is distributed at the first class meeting (See Class Schedule, Appendix C). Each student purchases an introductory research handbook (called Precision Public Relations, published by Gabriel's Horn Publishing Co.), plus a packet of examples, forms and special instruction sheets (See Research Handbook Table of Contents, Appendix D). A reference shelf of bibliographical materials is also set up in the journalism school office. The instructor explains his/her role as mentor and consultant for the course, and announces office hours.

In the first three weeks of the semester, students are organized into public relations agencies, assigned leaders, introduced to their prospective client, and given instruction in secondary research.

The secondary research instruction includes a field trip to the library and lectures by reference librarians; an exercise in researching and writing annotated bibliographies; a lecture by a data base librarian, followed by a data base search by each student agency; and exercises in problem definition.

Instruction in primary research spans weeks four through seven of the semester. All students are introduced to seven principal methods of social science field research. Moreover, the entire class participates in actually conducting a probability survey, including writing and pretesting an instrument, designing a sample, conducting the interviews, and analyzing the statistical data by computer.

In addition, each student agency decides on its own set of supplementary surveys. These usually include at least one depth survey with a sample of 20-30, several special-purpose surveys with judgment samples, and sometimes some focus-group interviews, participant observer studies, or various kinds of exploratory surveys.

In the eight remaining weeks of the semester, each agency interprets the research findings and develops its own set of public relations programming proposals. Brainstorming methods are explained and a public relations planning and programming resource desk established in the instructors' office. The student agencies are required to go through three rounds of rehearsal presentations.

On the last Friday of classes, each agency appears before a panel of judges representing the client to make its final, polished presentation, complete with elaborate audiovisual support that is apt to include videotapes, film clips, public services announcements, and automated slide-tape shows. In addition, each also submits thick written report summarizing its findings and proposals, and illustrating them with exhibits.

Judges complete standardized evaluation sheets and return them to the course instructor, who computes the final scores and grade equivalents, together with a comprehensive critique, for presentation to a final meeting of the class during exam week.

VI. CENTRAL RESOURCES

A. The Research Handbook

Because social science research methodology can be complex and classroom time is limited, students need an outline and reference guide to back up lectures and demonstrations. A full-size textbook would be more

than they could use, so Precision Public Relations, a research handbook of less than 100 pages, was created for them instead. This book is now commercially published and copyrighted by Gabriel's Horn Publishing Co., P.O. Box 141, Bowling Gree OH 43402.

And because social science research can be frightening to novices, the handbook, originally subtitled "A Beginner's Guide to Research Without Fear," was deliberately designed to be unforbidding and--within limits--even fun to read. It contains numerous anecdotes and "one-liners;" a revised edition will contain cartoon-like illustrations drawn by a commercial artist who happens to be a graduate of the course.

The six-chapter book (outlined in Appendix D) explains why research is important in public relations (and performable by anyone willing to try), tells how problem definition is crucial to problem solving, explains secondary research methods, outlines "seven ways to capture live data," and describes the survey researcher's basic planning decisions: sample design, instrument design, data collection design and analysis design. A "survey research design selector"--a grid outlining various combinations of options--is also included.

B. The Resource Desk

The JOUR 440 resource desk in the instructors' office includes a complete set of public relations bibliographies, including Cutlip's (1965), Bishop's (1974), and the Public Relations Reviews bibiliographies published regularly since then (see Appendix E). Three major public relations periodicals--Public Relations Review (beginning with Vol. I, No. 1), Public Relations Journal (since 1972), and Public Relations Reporter (since 1977), are here. Recent abstracts of Silver Anvil Award winners, as well as a large number of actual Silver Anvil entries, are also provided.

Part of one class session is spent introducing these sources to the

class and explaining to how they are indexed and how they may be used most productively.

C. The Instructors

The course is offered each semester and is required of seniors, who must have first completed prerequisite courses in writing, editing, and public relations concepts. Two instructors, who combine 20 years of departmental, agency and consulting public relations experience, alternate responsibility for teaching the course.

Working with a class whose members have been selectively admitted to the public relations sequence (admission is limited--with occasional exceptions--to students in the top academic quartile of the university), the instructors see their role primarily as being mentor, coach and "critical cheerleader"--while expecting students to learn by having to solve most of their own problems.

After the classroom instruction sessions have been completed in the first weeks of the semester, therefore, the instructors function primarily as consultants--available in their offices during certain hours. Also, some class meeting times are conducted as individual consulting sessions with each group.

The heaviest demand for consulting services occurs after each of the three successive rounds of "rehearsals" required of all groups. At approximately two-week intervals, each student agency makes a 25-minute rehearsal presentation to the instructor only, who immediately critiques it, using the Judging Criteria Sheet. This approach has proven extremely useful in forcing students test their plans without risk (except, temporarily, their egos). The successive critiquing permits students to substantially refine their proposals before making the big leap to the final presentation before the client.

VII. SECONDARY RESEARCH

A. Library Field Trip

Each semester, the university library assigns a reference librarian to work with the class. For the fourth class meeting, students go to the university library, where the designated librarian gives a 30-45 minute lecture and demonstration of the reference tools most appropriate to the task that semester. Emphasized are the specialized and new library tools with which students are not apt to be familiar.

The librarian also prepares a handout listing key sources of information about the semester's topic (Appendix F). Students are told the reference librarian will be available to work with them throughout the semester.

B. Annotated Bibliography Exercise

Students are expected to put their new knowledge about the library to work immediately. To provide both practice in using the library and an some information about the semester's topic, students are required to complete before the next class after the library visit an annotated bibliography. (Appendix G is the handout explaining annotated bibliographies.)

Each student agency divides between its members the main types of library resources. Each member then searches his or her assigned resource to find five useful references--five books, five articles, or whatever--and writes a complete, annotated bibliographical note for each one. The student then brings to class enough duplicated copies to distribute to all members of the class.

C. Problem Definition

To solve a problem, you must first understand it. Unfortunately,

creative people often want to rush into the creative delights of solving problems before truly understanding those problems.

To demonstrate the process of problem definition, students are asked to individually prepare one-page descriptions of the client's problem as they see it by the end of the third week. These are critiqued by the instructor, and then each agency is asked to prepare a written Problem Statement of approximately 25 words or less. The research handbook explains that the shortness of the statement forces a distillation of the very essence of the situation. Several revisions are required over the next several weeks.

D. Introduction to Data Bases and Data Base Search

Increasingly, computerized data bases are becoming a library resource, and students must learn how to use them. Accordingly, a university reference librarian gives the class a one-hour orientation. Subsequently, each student agency must order its own data base search and assume the cost (no more than $7.50).

VIII. PRIMARY RESEARCH

A. Hypotheses

Most research designs begin with hypotheses: testable propositions which are "shrewed guess(es)...with a reasonable chance of being right" written in a way "to guide further investigation" (Good, 1966). Hypothesis writing is discussed with students, examples shown, and then students asked to write hypotheses which will guide a probability survey of a large population (usually the university student body).

B. The Probability Survey: Instrument Design and Construction

Examples of both student professionally designed questionnaires are displayed and discussed. The various types of questionnaire items

(demographic, behavioral self-report, opinion, and so forth) and how they are constructed (dichotomous, closed-ended scales, etc.) is explained. "The art of asking questions" is stressed.

Each student agency drafts an instrument for presentation to the entire class. A class session is spent mutually critiquing these efforts, following which the instructor distills the results into a draft questionnaire for presentation at the following class meeting. The class pretests this questionnaire, polishes it accordingly, and then uses the final version for the actual survey. Typical JOUR 440 surveys include 25-40 items.

C. The Probability Survey: Sample Design and Construction

The various kinds of probability and nonprobability sampling methods and their relative advantages are discussed, and probability theory is explained. It usually develops that a multistage cluster sample employing other classrooms throughout the university is most appropriate to the class project. The class is introduced to, and uses, a random-start method and a table of random numbers to draw its sample. A goal of about 400 data cases is set for the sample size, representing a 95% level of confidence and margin of error of ± 5%.

D. The Probability Survey: Interview Design and Administration

Each student is assigned from 20 to 30 questionnaires and given strict instructions of how to maintain randomness in their administration. This includes guidelines on how to introduce themselves to the instructors and students in the classrooms they visit to administer the questionnaires. Students have approximately two and a half class days in which to administer their questionnaires. To expedite data collection, the printed questionnaires and sense-marked answer sheets to used administer the survey to respondents clustered in randomly selected classrooms.

E. The Probability Survey: Processing and Analysis

The University's computer services electronically scans the answer sheets, and the results are placed on a 5 1/4" diskette. Data on the disk can then be processed either by the University's mainframe computer and the Statistical Package for the Social Sciences (SPSS) or by one of the journalism school's IBM personal computers, using Statpac, a statistical analysis package from Walonick Associates.

The resulting frequency distributions and basic descriptive statistics are provided the students. Crosstabulations, correlations, tests of significance, and graphic displays of data are explained and illustrated. Student agencies then choose the various tests, tables and graphics they wish.

F. The Depth Survey

The limitations of large-sample surveys become apparent to students as they attempt to interpret the results. The role of small-sample depth surveys is explained, and each student agency encouraged to conduct at least one designed to probe the "how" and the "why" behind the probability data.

G. Other Kinds of Research Design

In addition to their probability and depth surveys, student agencies normally conduct several purposive sample surveys, but are free to choose their own strategies for doing so. Typically, such surveys are intended to collect data from specialized populations, such as experts, participants, or clients.

The research handbook includes directions for focus group interviews, unobtrusive measures, and participant observer studies.

IX. PUTTING THE RESULTS TO WORK

Ironically, students who have invested considerable effort in accumulating a body of research data sometimes will compartmentalize it, setting it aside without further reference as they launch into public relations planning and programming.

To avoid this, the linkage of research data to public relations practice is insisted upon at the three successive rounds of rehearsals held in the latter weeks of the semester. Furthermore, one of the criteria for success specified in the judging evaluation form is labeled "Responsiveness" and asks: "How effectively, overall, does this program respond directly to the client's PR problem?"

On the last Friday of the semester each agency has 25 minutes in which to present its research findings and programming proposals, with written documentation and exhibits, to representatives of the client organization. The judging results, including points scored and comments and criticism, are fed back to the class at its final meeting during exam week.

A variety of measures, formal and informal, suggest the class is having an effect. Clients laud the professionalism of the undergraduates; an executive from the N.W. Ayer agency who viewed their presentations for Army ROTC said it far exceeded anything he had ever seen by graduate students. And the student proposals seem to be having their effect: For example, the university library radically revised its rules and services on the basis of findings by the class, and the university police installed a campus-wide emergency phone system, as proposed by one of the student agencies.

The greatest effect, of course, should be on class members themselves. Heeding its own lessons, the course employs systematic evaluative research on its effects. For example, through anonymous

evaluation forms provided after each chapter of Precision Public Relations, students have highly praised the research handbook ("It is one of the most interesting texts I have read"..."Through the use of easily understandable examples and 'user-friendly' language, it [research] was less painful"). And in a confidential, standardized evaluation conducted at the end of every course in the School of Journalism, JOUR 440 regularly is rated among the highest of all journalism courses. (Wrote one student: "This class is the best in learning application of PR techniques." Wrote another: "This class was, obviously, the most valuable and applicable course I've ever taken.")

Creating such a course requires both science and art--but the art must be true-to-life. That JOUR 440 is true to life seems to have been confirmed by a recent graduate of the course who has gone directly from "account executive" for the class agency called "Hill and Knowlton" to working for the real Hill and Knowlton, where she is now an assistant account executive. She wrote recently: "The proposals [the real Hill and Knowlton] gives to clients are almost identical to the proposals that our Spring 1984 JOUR 440 class did..."

# # #

Appendix A

SYLLABUS FOR JOUR 440: PUBLIC RELATIONS TECHNIQUES

One of the best ways to learn about public relations work is to practice it. This course is an intensive experience in dealing with a real public relations problem situation. You'll draw on everything you've learned before --in the School of Journalism and elsewhere--to diagnose and propose solutions to that problem.

You'll finish knowing that you successfully handled an authentic public relations work experience as challenging as any you're apt to encounter for years to come. Moreover, you will have actually contributed to the problem-solving effort of some worthwhile organization. Among clients of Journalism 440 students have been the University Library, Army ROTC, Campus Safety and Security, Undergraduate Student Government, the Link, The News, the University Health Center, the College of Education, and the Placement Office.

Course Procedure

There are no textbooks of the traditional sort, no exams (but some quizzes), and only a limited number of lectures. However, a research handbook and a separate packet of course materials are required and should be purchased at Kinko's.

Instead of attending the usual lectures and tests, you'll spend most of the semester working in one or another of several small "public relations agencies," under the overall guidance of the instructor. The experience will be structured enough so that you shouldn't feel lost or lacking a sense of direction, yet open enough so there is plenty of room for creativity and decision-making.

The class will be divided into several teams or "public relations agencies" of four to six students each. The teams will work together as a class at first, but gradually work more and more independently. On Presentation Day at the end of the course each team will formally present its own findings and proposals. Along the way you'll learn the critical importance of such professional values as teamwork, goal-setting, careful budgeting of time and money, solid research, and creative problem-solving. You will need to contribute a sum to your agency's production expenses. However, a limit will be placed on the amount students may spend.

Grading

Your individual grade will derive primarily from the instructor's evaluation of your agency's success in diagnosing and presenting proposed solutions to the client's problems. That's why teamwork and doing your share are important in this course, just as they are in the "real world." In fact, this course has been deliberately designed to include group problem-solving as part of the learning experience. At the end of the course, the instructor will make his own evaluation of the agency's success, but he will pay close attention to (while not being restricted by)

the independent evaluation by other judges who view the final presentation.

While your own grade will come primarily from the grade the agency earns, that grade may be modified for better or worse by (1) the quality of your individual class participation, including attendance; (2) information received in periodic reports by agency leaders, and (3) from peer evaluation that all students will make of fellow team members at the end of the course. There will also be a few "mini-assignments," such as short reports and quizzes intended to keep you up to date on your reading. Serious failure to contribute to team effort after having had significant opportunity to do so can result in a member being "fired" part-way through the course--i.e., being given an irrevocable "F."

Your Instructor's Role

Since this class been designed to give you a realistic public relations experience, you should think of your instructor as a consultant. You are welcome to consult with him during office hours, and he may be reached at home by phone if an urgent matter must be brought to his attention. He will not do the work for you in this class. However, if problems develop he should be notified quickly so that he can help you find a solution.

Resources

The class will utilize the university libraries for background research. In addition, a small library of resource materials will also be available in the instructor's office. This material must be used at the J-School and cannot be removed from the offices.

JUDGING CRITERIA
JOURNALISM 440--PUBLIC RELATIONS TECHNIQUES

EXPLANATION: The following checklist will help you assess the quality of the proposed public relations programs presented by the various teams. This form is a modified version of the one used in the annual case competition sponsored by the Public Relations Student Society of America. On the list below, you have a total maximum possible of 100 points to award.

TEAM: _____

	Possible Points	Points Awarded
A. THE FOUR-STEP PROCESS		
Research: Facts assembled, by various means, to understand the client and its problems, and to support planning and programming. Thoroughness, apparent validity, usefulness, and quality of interpretation should be considered.	1-20	
Planning and Programming: Comprehensiveness, technical quality, and feasibility of such matters as objectives & goals; alternatives considered; strategies; audiences and publics; channels & tools; messages; timetable; budgets etc.	1-20	
Execution: For our purposes, this is limited to examples and exhibits of ideas identified above. These are samples of work to be done, and should be assessed for quality.	1-10	
Evaluation: The procedures proposed by each team for evaluating the effectiveness of the program, when compared with its goals and objectives.	1-10	
B. QUALITY OF PRESENTATION		
Oral presentation: Professional attitude, organization, allocation of time, clarity, effectiveness.	1-10	
Written presentation: Writing, organization, completeness, etc.	1-10	
C. CREATIVITY AND RESPONSIVENESS		
Creativity: Originality, uniqueness, etc. of programming ideas within bounds of feasibility and appropriateness.	1-10	
Responsiveness: How effectively, overall, does this program respond directly to the client's PR problems?	1-10	
TOTAL POINTS	100	

Appendix C

SPRING 1985 JOURNALISM 440 SCHEDULE

(See footnote at end of schedule for explanation of symbols)

Class Session	Class Activity	Assignment Due
1. Tues., Jan. 15	Orientation.	
2. Thurs., Jan. 17	Tips on resumes. "The New PR." Quiz.	Read Handbook Chapter 1 and HO: "PR Takes on Weightier Assignments". *Handbook eval. #1.
3. Tues., Jan. 22	The PR process. PR audits. Quiz.	*Resumes and *Job Applications. Read Handbook Ch. 2. *Handbook eval. #2.
4. Thurs., Jan. 24	Agency assignments. Quiz. Library field trip.	Read Handbook Ch. 3. *Handbook eval. #3.
5. Tues., Jan. 29	Meet the client. Defining the problem.	*Annotated bibliographies (dittoed for all class members).
6. Thurs., Jan. 31	Defining the problem. The Problem Statement. Field research.	*One-page problem descriptions (individual). *Handbook eval. #4. Read "Many Photographers Report, etc."
7. Tues., Feb. 5	Ways to capture live data. Hypotheses. Instrument design. Quiz.	^Problem Statements (1 from each agency). Handbook Chs. 5, 6.1, 6.4
8. Thurs., Feb. 7	Striving for item quality. Survey instrument workshop.	^Drafts of hypotheses and survey instruments (dittoed and on overhead). [*AE report #1 due].
9. Tues., Feb. 12	Pretest instrument. Sample design.	Read Handbook Ch. 6.2, 6.3.
10. Thurs. Feb. 14	Sampling workshop. Distribute packets.	Handbook Ch. 6.5.
11. Tues., Feb. 19	Debriefing on data collection. Other methods.	*Packets due.

12.	Thurs. Feb. 21	PR programming	[*AE report #2 due]
13.	Tues., Feb. 26	Data analysis (I) Quiz	Handbook Ch. 6.6. *Handbook eval. #6.
14.	Thurs., Feb. 28	Data analysis (II) Evaluation Methods	
15.	Tues., March 5	Show results from previous classes.	
16.	Thurs., March 7	Consultation with AEs	[*AE report #3 due]
(Spring break)			
17.	Tues., March 19	Agency meetings.	
18.	Thurs., March 21	Agency meetings.	
19.	Tues., March 26	First rehearsals teams 1 and 2	
20.	Thurs., March 28	First rehearsals teams 3 and 4	[*AE report #4 due]
21.	Tues., April 2	Consultation with teams 1 and 2	
22.	Thurs., April 4	Consultation with teams 3 and 4	
23.	Tues., April 9	Second rehearsals teams 1 and 2	
24.	Thurs., April 11	Second rehearsals teams 3 and 4	[*AE report #5 due]
25.	Tues., April 16	Consultations with teams	
26.	Thurs., April 18	The art of delivery	
27.	Tues., April 23	Dress rehearsals teams 1 and 2	

28. Thurs., April 25	Dress rehearsals teams 3 and 4	
29. Tues., April 30	Consultation with AEs	^AV equipment requests [*AE report #6 due]
30 Thurs., May 2	Final briefing.	
TBA	Final presentations to judges.	Written proposals
Exam Day	Feedback from judging	*Peer evaluations *Evaluation of Research Handbook

NOTE: "*" signifies an individual assignment that will be figured into your final grade. AE (account executive) reports are figured into course grades for AE's; further, the information they contain is considered in computing course grades for other members. "^" signifies a team assignment that will be figured into each individual team member's grade.

Appendix D

PRECISION PUBLIC RELATIONS (research handbook, 1st edition)
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Appendix E
JOUR 440 RESOURCE DESK

* Cutlip, Scott M., ed. A Public Relations Bibliography 2nd ed. Madison and Milwaukee: The University of Wisconsin Press, 1965. This is a complete revision and update of A Public Relations Bibliography, published in 1957 and the first major effort to catalog material in the field. The second edition updated the bibliography through 1963 and was more selective than the first.

* Bishop, Robert L., ed. Public Relations: A Comprehensive Bibliography. Ann Arbor: The University of Michigan Press, 1974. The so-called "third edition," covering the years 1964 through 1972.

* The comprehensive bibliographies, continuing the effort begun by Cutlip and extended by Bishop, appearing at intervals as part of Public Relations Review: Vol. 1, No. 4 (Winter Supplement, 1975-6), covering 1973-4; Vol. 3, No. 2 (Summer 1977), covering 1975; Vol. IV, No. 4 (Winter 1978), covering 1976-7; Vol. V, No. 4 (Winter 1979), covering 1978; Vol. VI, No. 4 (Winter 1980), covering 1979; Vol. VII, No. 4 (Winter 1981), covering 1980; Vol. VIII, No. 4 (Winter 1982), covering 1981; Vol IX, Special Supplement (Winter 1983), covering 1982; Vol. X, No. 4 (Winter 1984), covering 1983.

* Public Relations Review, a scholarly quarterly, Vol. I, No. 1, through the current issue.

* Public Relations Journal, a professional magazine issued monthly by the Public Relations Society of America and ordinarily indexed in the January issue.

* PR Reporter, The Weekly Newsletter of Public Relations, Public Affairs Communication. This newsletter, edited by Patrick Jackson and published by Otto Lerbinger, contains news of all aspects of public relations as well as considerable instructive material. Supplements appearing regular intervals include Purview, A Scanner of Social Science, Management and Media Literature; Tips and Tactics, and Philip Lesly's Managing the Human Climate. All are indexed periodically.

* Abstracts of recent Silver Anvil award-winning entries, as well as several shelves of actual Silver Anvil entries (distributed to journalism schools by PRSA after judging is completed).

Library Resource Sheet

Client: College of Musical Arts

Card Catalog Subject Headings:

Art patronage--U.S.
Arts--Finance
Arts--Management
Arts--Marketing
Arts administrators
Arts and society
Music and society
Music and state
Music in education
Performing arts
State encouragement of science, literature and art

Background information

American Council for the Arts in Education. Arts, Education and Americans Panel. Coming to Our Senses: The Significance of the Arts for American Education: A Panel Report. New York: McGraw-Hill, 1977. (707 A512c)

Coe, Linda, and Stephen Benedict, comps. Arts Management: An Annotated Bibliography. Washington, D. C.: National Endowment for the Arts, Cultural Resource Development Project, 1978. (Z 5956 .A7 C65x)

Georgi, Charlotte. The Arts and the World of Business. 2d ed. Metuchen, N. J.: Scarecrow, 1979. (Z 5956 .A7 G46 1979)

Kotler, Philip. Marketing for Nonprofit Organizations. 2d ed. Englewood Cliffs, N. J.: Prentice-Hall, 1982. (HF 5415 .K6312 1982)

Levene, Victoria E., and William J. Buckley. A Bibliography on Arts Administration. Binghamton: School of Management, State University of New York at Binghamton, 1977. (Z5956 .A7 L48)

Lowry, Wilson McNeil, ed. The Performing Arts and American Society. Englewood Cliffs, N. J.: Prentice Hall, 1978. (790.2 P438)

Mokwa, Michael P., William M. Dawson, and E. Arthur Prieve. Marketing the Arts. New York: Praeger, 1980. (NX 760 .M37)

Reiss, Alvin H. The Arts Management Handbook. New York: Law-Arts Publishers, 1974. (700 R37a2)

Reiss, Alvin H. The Arts Management Reader. New York: Audience Arts, 1979. (NX 760 .R45 1979)

Indexes

Art Index
Arts and Humanities Citation Index
Business Index
Business Periodicals Index
Current Index to Journals in Education (CIJE); Resources in Education (ERIC)
Education Index
Humanities Index
Index to Legal Periodicals
Magazine Index
Monthly Catalog of U.S. Government Documents (Government Documents)
Music Index (Music Library)

Indexes (Cont.)

New York Times Index; Five-Newspaper Index; Cleveland Newspaper Index
Newsbank. Review of the Arts: Performing Arts
Public Affairs Information Service (P.A.I.S.)
Readers' Guide to Periodical Literature

Periodicals of particular interest

Art News
Arts Magazine
Arts Management
Arts Reporting Service
Association Management
Billboard
Business and Society
Cultural Post
Daedalus
Journal of Arts Management and Law
Performing Arts Journal
Performing Arts Review: title changed to Journal of Arts Management and Law
Variety
Washington International Arts Letter

Statistics

American Statistics Index. (Gov. Doc. REF Z 5443 .U5 A46)
Gallup Report (formerly Gallup Opinion Index). (REF HM 261 .A1 G34)
Statistical Reference Index. (GENERAL Index Area)

Directories and Reports

Editorial Research Reports (REF H 35 .E35)
Foundation Directory (REF AS 911 .A2 F65)
Music in Higher Education. Annual
National Directory for the Performing Arts and Civic Centers (REF PN 1577 .N3)
National Endowment for the Arts: Annual Report (Gov. Doc. NF 2.1 yr.)

Association Publications

College Music Society
Music Education National Conference
National Association of Schools of Music

Additional Resources

BGSU Archives
B.G. News
University offices

Brademas, J.
"Art Education: The National Consensus." Design for Arts Education. 85:25-7, Nov.-Dec. 1983.

Appendix G

MEMORANDUM Jan. 6, 1982

TO: JOUR 440 students

FROM:

SUBJECT: Annotated bibliographies

A bibliography, of course, is a list of the literature pertaining to a certain subject. An annotated bibliography is one that includes summary information and, if warranted, critical comments after each citation.

For the convenience of both writers and readers, there are certain rules for composing bibliographic citations. This handout cannot summarize them all; instead, you must expect to consult one of the handbooks on such matters, such as William G. Campbell's Form and Style in Thesis Writing.

Although this is hardly a comprehensive presentation of all you need to know about bibliographies, the following are three of the common entries: first, a single-volume work; second, a popular periodical; third, a scholarly periodical or "journal."

Kennedy, John F. Profiles in Courage. New York: Pocket Books, 1957.

Rabb, Charles. "Military 'Software,'" The Nation, July 22, 1968, pp. 46-48.

Dwork, Bernard M. "On the Zeta Function of a Hypersurface," Annals of Mathematics, 2nd ser., LXXXIII (May, 1966), 457-519.

Remember, these are conventional bibliographical citations. To annotate them, you would add summary information and possibly critical comments. Here is a typical annotation and citation:

Greenfield, Thomas K., and Charles J. Haymond. "Typologies of College Student Alcohol Consumption: Instrument Development, Selected Results and Application." Paper read at American Personnel and Guidance Association, annual convention, Atlanta, March 23, 1980. 7 pp. A total of 727 Washington State University undergraduates revealed "substantial" alcohol consumption. Forty percent of men were intoxicated two or three times amonth. Fraternity men showed highest frequency of intoxication. GPA and satisfaction with college correlate negatively with alcohol consumption. A useful study that supports similar research at other campuses, and most helpful for its concise summary of the demographics of alcohol abuse.

You obtain information for your annotations by reading selectively, skimming in some areas and reading more slowly and carefully in others. How long should a citation and annotation be? As long as necessary. Sometimes one sentence will do it; for valuable works, several sentences may be appropriate.

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Bell, Sue H., and Bell, Eugene C. "Public Relations: Functional or Functionary?" Public Relations Review, II (Summer 1976), pp. 47-57.

Finn, Peter. "Demystifying Public Relations." Public Relations Journal (May 1982), pp. 12-17.

Good, Carter. Essentials of Educational Research. New York: Appleton-Century-Crofts, 1966.

Janis, Irving L., and Leon Mann. Decision Making: A Psychological Analysis of Conflict, Choice and Commitment. New York: The Free Press, 1977.

Lindenmann, Walter K. "Hunches No Longer Suffice." Public Relations Journal (June 1980), pp. 9-13.

McClelland, David C., et al, The Achievement Motive. New York: Appleton-Century-Crofts, 1953.

PR Reporter, Nov. 26, 1984, page 3.

Sherif, M., and Sherif, C.W. Groups in Harmony and Tension. New York: Harper and Row, 1953.

Skinner, Richard W., and Shanklin, William L. "The Changing Role of Public Relations in Business Firms." Public Relations Review, IV (Summer 1978), pp. 40-45.

Strenski, James B. "New Concerns for Public Relations Measurement." Public Relations Journal (May 1981), pp. 16-17.

Talbott, Albert D. "The Mass Communicati[illegible] Laboratory: An Innovation in Communication Education." The Journal of Communic[illegible]tion Inquiry (Spring 1984), pp. 78-91.